

# CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS

## PSY 482 – PSYCHOLOGY OF COACHING AND TEAM-BUILDING

3 semester credits

**Prerequisites:** None

### **Instructor**

Mark Cartiglia, Ph.D., Psychology Department

All interaction is online. Professor is available via email at: [mcartiglia@csudh.edu](mailto:mcartiglia@csudh.edu)

### **Course Description**

Group processes, team-building techniques, leadership skills, and interpersonal communication skills will be applied to the enhancement of team sports performance and individual athletes' well-being.

(<http://www.csudh.edu/academicaffairs/StudentInformation/UniversityCatalog.shtml>)

### **Required Texts and Other Materials**

Besides your internet connection, you will need the PowerPoint Viewer software, which you can obtain by going to the [Microsoft Office website](#).

You will also need the textbook, Weinberg, R.S. and Gould, D. (2015). *Foundations of sport and exercise psychology* (6<sup>th</sup> ed.). Champaign, IL: Human Kinetics (an electronic version is available at [www.HumanKinetics.com](http://www.HumanKinetics.com)).

It is strongly recommended that you also purchase the paperback, Lynch, J. (2001). *Creative coaching*. Champaign, IL: Human Kinetics because this book provides many examples of how to apply the skills you are learning.

### **Course Goals**

This course will help you use effective coaching and team-building tools in sports, whether you are a professional coach, a high school coach, a youth sports coach, a club coach, or an athlete. It will also show you how these tools can be used in a variety of situations in your life--including in business and in family life. So this course is really about learning new ways to manage a variety of challenges that come from working with people.

If you have ever wondered how to handle a difficult situation with a team member or how to increase the performance of your team, this course is for you. Furthermore, you can accomplish these goals and still promote the psychological well-being of the team members.

## **Learning Outcomes**

By the end of this course the student will be able to:

Identify barriers to effective team functioning and effective communication.

Identify group processes that lead to effective team functioning.

Apply team-building and leadership skills to sports and exercise situations

Explore one's strengths and weaknesses in using interpersonal skills and teambuilding skills.

Apply positive lessons learned and skills developed through sports to life's challenges.

## **Course Expectations**

Please note that copying and pasting material created by another person or on a website and representing it as your original work is plagiarism, which is a violation of academic integrity. The California State University, Dominguez Hills catalog on its website states the consequences of violating academic integrity. There is a software program, Turnitin, which is part of the Blackboard website for this course that examines all submissions for violations of academic integrity.

Also, there are no extensions of deadlines nor any additional make-up work provisions, nor any incomplete grades available for this course. So, do make a commitment to get your work in before or, at least by the deadlines.

## **Attendance Requirements**

Students are strongly encouraged to log on each day, but they do not have to log on at any set time during the day.

This course is only 6 weeks long so you must get an early start. If you complete Units 1 and 2 in the first week, Unit 3 in the second week, Unit 4 in the third week, and Units 5-7 in the fourth week you will then have time to complete any remaining quizzes before the deadlines.

## **Course Schedule and Schedule of Examinations and Papers**

Week 1: Units 1 & 2            Your Coaching Skills

A self-test for you to assess your coaching skills is presented in the course material on the website.

### Group and Team Dynamics

Read the course material on the website as well as Chapter 7 in the Weinberg and Gould textbook.

Week 2: Unit 3                Group Cohesion

Read the course material on the website as well as Chapter 8 in the Weinberg and Gould textbook.

Week 3: Unit 4                Leadership

Read the course material on the website as well as Chapter 9 in the Weinberg and Gould textbook. Your response on your group's discussion board for the Reducing Barriers to Group Cohesion assignment and submission in the Assignments section is due by 5:00pm on Friday of Week 4.

Week 4: Units 5 & 6            Communicating for Results

Read the course material on the website as well as Chapter 10 in the Weinberg and Gould textbook.

### Lessons for Life

Ways to apply the skills developed in this course and through positive sports experiences to life are presented in the course material on the website.

Week 5: Unit 7                Avoiding Burnout

Ways to prevent burnout, deal with stress, and have a more balanced life is presented in the course material on the website. All quizzes must be completed by 5:00pm Friday of Week 5.

Week 6:

Remember the Titans Quiz must be completed by 5:00pm on Wednesday of Week 6 (Of course, you certainly can complete it earlier).

### **Course Requirements**

Students will show the degree to which they have met the above learning outcomes through their performance on the following:

Four multiple-choice quizzes will assess the student's ability to identify group processes and communication skills. Each quiz will have 10 questions and each question will be worth 1 point.

Two skills application assignments will assess the student's ability to apply group processes and communication skills to sports situations. The first assignment is posting a response on both your group's discussion board and in the assignment section addressing removing barriers to group cohesion when there is a clash of personalities and is worth a maximum of 30 points. This assignment is graded according to the rubric in the grading section of this syllabus.

The second assignment is a quiz applying concepts from all four chapters in your textbook to a video clip from Remember the Titans and consists of 10 questions worth 3 points each for a total of 30 points.

### **Policy on Due Dates and Makeup Work**

Late submissions for an assignment receive a total of 0 points. The Reducing Barriers to Group Cohesion Assignment is due by Friday at 5:00pm of Week 4. The Remember the Titans Quiz is due by 5:00pm of Week 6.

The four quizzes must be completed by 5:00pm on Friday of the fifth week of the course. Any quizzes not completed by that date will not be applied towards the total number of points for the course.

There is no makeup work, redo of papers, nor incomplete grades allowed in this course.

## **How to Complete Quizzes and Assignments**

### Quizzes

On the website click on the Assignments tab at the left. Then click on the link to the quiz you want to complete. You can only take a quiz one time and you cannot print out the quiz and then take it later. So make sure you are ready to take the quiz before clicking on that quiz's link.

### Reducing Barriers to Group Cohesion Assignment

How would you reduce the barrier to group cohesion in a sport setting caused by a clash of personalities? Everyone must post one original response (a response not similar to one posted by someone else in the group) to this question by stating a solution and an example from sport or fitness settings. Use your textbook, the recommended book by Lynch, the PSY 482 website content, and/or credible sources in the CSUDH online library, or on the internet. Do not state opinion; state facts and concepts and include at least one citation. To cite information obtained in your textbook or the recommended book, state the author(s) and page number, date, title, publisher in APA format. Include a line that states the reference in APA format at the end of your post. For information obtained via the CSUDH library or Internet use only credible sources (see description of credible and not credible sources in the Assignments section of the PSY 482 website) and cite your source using APA citation and references formats. This assignment requires synthesizing, interpreting, and reflecting on the information acquired instead of just absorbing information and repeating it back. The rubric for grading your post can be found below. Post early so you will have maximum choice with your response.

Grading Rubric for Reducing Barriers to Group Cohesion Assignment

	<b>Needs Development</b>	<b>Developing</b>	<b>Proficient</b>
<b>Content</b>	0 Points  Statements were more opinion than fact or information was taken from unreliable sources.	5 Points  A solution based on facts and concepts or an example that responds to the question was stated but not both a solution and an example or it was similar to a submission by another group member.	10 Points  A solution based on facts and concepts and an example that responds to the question was stated and it was not similar to a submission by any other group member.
<b>Citation</b>	0 Points  No citation of the source for statements or not APA citation and reference format.	5 Points  Citation of the source for a statement was included but some other statements from different sources were not cited or citation was given but there was no reference section at the end of the submission and/or APA format was not correct.	10 Points  Citation of the source for statements was included and was in correct APA format for both the citation and reference.
<b>Grammar</b>	0 Points  College level standard written English expression is not used. Many mechanical errors and/or awkward sentence structures.	5 Points  Some mechanical errors and/or awkward sentence structures	10 Points  Confident use of college level standard written English expression.

### Remember the Titians Quiz

In the Assignments section of the PSY 482 website is a You Tube video excerpt from the movie, "Remember the Titians". After watching this video excerpt, you will be asked to respond to 10 questions. You can refer back to the video excerpt when responding to the 10 questions. Each question is worth 3 points, for a total of 30 points for this quiz.

### **Grading Policy**

#### Quizzes

Each of the four quizzes is worth a maximum of 10 points.

Reducing Barriers to Group Cohesion assignment is worth a maximum of 30 points.

Remember the Titans quiz is worth a maximum of 30 points.

### Grading Scale

The points from the quizzes and the skills application papers will be weighted equally and added to determine the course grade and a grading scale of A (93-100 total points), A- (90-92 total points), B+ (87-89 total points), B (83-86 total points), B- (80-82 total points), C+ (77-79 total points), C (73-76 total points), C- (70-72 total points), D+ (67-69 total points), D (63-66 total points), F (62 and below total points) will be used.

### **Computer/Information Literacy Expectations for Students enrolled in Online Courses at CSUDH**

Basic information and computer literacy is required in one of the computer formats (Windows, Macintosh, or GNU/Linux). Students must have a Toromail account and be able to use Blackboard. Students must also:

- Use a word processing program for writing assignments

- Be able to choose appropriate library and other scholarly sources of information.

- Search for and find relevant scholarly information effectively.

- Use and share relevant information without plagiarizing.

**Hardware requirements:** Multimedia capable computer with Internet connection.

Fast Internet connection such as broadband Internet (DSL, cable modem, etc.) is recommended; minimum recommendations:

**Windows:** Windows XP, Vista, or Windows 7; Microsoft .NET Framework 3.0; 3.0GHz Pentium 4 processor; 1GB RAM or more

**Mac:** Mac OS X 10.4.11, or 10.5.5 or later; QuickTime 7.5.5 or later; 2GHz Intel Core 2 Duo processor; 2GB RAM or more **Software requirements:**

Adobe Acrobat Reader (free, PC, MAC, Linux); Flash (free; PC, MAC, Linux)

RealPlayer (free; PC, MAC, Linux), Web browsing software (e.g., Internet explorer, Google Chrome, Firefox/Mozilla); Word processing software (student's choice)

For additional information about computing on campus, including tutorials, students should go to: <http://www.csudh.edu/infotech/labs> and [http://www.csudh.edu/infotech/student\\_index.shtml/](http://www.csudh.edu/infotech/student_index.shtml/)

### **Academic Integrity**

This course follows the academic integrity policy published in the CSUDH catalog: <http://www.csudh.edu/academicaffairs/StudentInformation/UniversityCatalog.shtml>

“Academic dishonesty usually refers to forms of cheating and plagiarism which result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own.”

### **Accommodations Policy**

This course also follows the policy for accommodating students with disabilities. For accommodations please contact the CSUDH Disabled Student Services (DSS) at (310) 243-3660 Fax: (310) 516-4247 or at the Disabled Student Services Office, Welch Hall Room D-180.

### **Course Evaluation**

Course evaluations and program surveys are important components of the educational process. All courses taught through Extended Education are evaluated. Students are strongly encouraged to complete the electronic course evaluation form (Perceived Teaching Effectiveness) that will be available during the last two weeks of the course. An email notification is sent to students via their Toromail accounts indicating the availability of the online evaluation form two week before the course ends. The evaluation is anonymous.